

MTEC Full Council Committee

Ramada Inn
Jefferson City, MO
April 4, 2003

Chair Patti Penny opened the meeting with introductions by members, staff and guests. She also introduced Cheryl Thruston as the newest council member.

James Dickerson moved for approval of the minutes from December 3, 2002. Garland Barton 2nd. Minutes were approved.

Communication with Local Workforce Investment Boards Council Discussion

Patti Penny expressed concern regarding potential disconnects between the work of MTEC and that of the local Workforce Investment Boards (WIBs). To ensure good communications between these state and local policy boards we are going to schedule time of future MTEC agendas to permit the WIBs to discuss local, planning, innovations and best practices.

Joe Driskill expressed concern regarding a gap in communication, given that Members of the Council are members of WIB boards and WIB executive directors and contractors often attend MTEC meetings. He expressed an interest in figuring out where the line of communication breaks down. Lew Chartock indicated that there might be a structural problem in which the local Boards think they are independent. They know that a county executive or a political entity has appointed them. They don't feel in any way beholden to MTEC and understand that if this Council has authority it hasn't really exercised it. I think that's what you're really getting the feedback on.

Rick Beasley stated that to address the communication issue, the Division of Workforce Development has been meeting with the Training and Employment Administrators of Missouri (TEAM) every month since last fall to interact on operational issues. MTEC staff has also had the opportunity to participate. Mr. Beasley suggested that when MTEC meets in one of the regions, it invite the local Board to participate to improve the camaraderie. Garland Barton indicated that in addition to Mr. Beasley's meetings local WIB members want to have an opportunity to see the people who are making policy decisions for the workforce investment system.

Measuring Up 2002 Quentin Wilson

Quentin Wilson stated that when he was appointed as acting Commissioner of Higher Education, he thought "what we really need is a list of outcomes." In October he received a copy of *Measuring Up 2002* which provided a set of measures (a report card on the system) and comparisons with other states. He indicated that these measures show the direct connection of Higher Education with Economic Development in general, Workforce in particular. Mr. Wilson discussed an economic study written by Dr. Padursky of the University of Missouri and funded by the Lumina Foundation. The study revealed that a one-percent increase in successful participation in higher education (completing four years) leads to an increase in a state's per capita income of \$530.00. Successful participation is one of the areas on which *Measuring Up 2002* focus.

According to the report Missouri hasn't done very well compared to "top states."

Preparation	B-	Completion	B-
Participation	C+	Benefits	D+
Affordability	D+	Learning	D+

Missouri is low in **participation** in education beyond high school especially in our community colleges. Between 1990 and 2000, while other states grew their community college systems, Missouri did not. As a result, Missouri has 27% of its enrollment in two-year programs where a state like California has 88% enrollment in community colleges.

Mr. Wilson stated that he and Joe Driskill have testified in favor of each other's appropriation, because educating people is associated with economic growth. It should be noted that *Measuring Up 2002* indicates that the economic impact of higher education has gone down over two years. He stated that Missouri needs to be growing businesses. While the state is a low cost (tax) leader and some people are proud of that fact and that is a competitive advantage, quality is where the market opportunities are for the state.

It would be productive for MTEC and the Commission on the Future of Higher Education to work together to promote better ties between the business and education sectors. The Commission is made up of community, civic, business leaders and legislators. The Commission is focused on outcomes, including increasing participation. As you pursue policy options in MTEC I encourage you to look through *Measuring Up 2002* and try to understand what role the overall workforce system plays in achieving results.

Mr. Wilson noted that the economic benefit (wages) of a four-year degree is lower in Missouri than in other states. He indicated that he is working with Joe Driskill to focus on quality not just quantity of jobs. Being the quality leader (rather than low cost leader) is the focus of our workforce initiatives. If we focus on quality results, I think we will get a lot better performance. To be a leading state we need one-third more of our population completing college. I'll just leave you with this thought. To ensure quicker deployment, I urge you to consider using *Measuring Up* in your accountability system.

"Good Teacher/Good Teaching"

Dr. Cleophus Samudzi

In his presentation, Dr. Samudzi concentrated on the definition of the problem.

The effectiveness of the K-12 system has a major impact on higher education. K-12 provides the pipeline of quality students. Therefore, we must maintain interaction between the K-12 and higher education systems. Missouri has a vested interest in this relationship. Key points for consideration:

1. There are not enough highly qualified teachers in our K-12 classrooms.
2. There is not enough rigor in most curricula, which contributes to low student performance.
3. These issues affect some subsets of our population more than the others do.

My data comes primarily from Education Trust. The American Association for Higher Education established the education trust as a special project to encourage colleges and universities to support

K-12 reform efforts. This independent nonprofit organization's mission is to improve K-12 reform efforts by collecting and providing data. (edtrust.org, phone 202-293-1217)

U.S. students are competitive in the early grades but fall behind by the end of high school. That tells us that students are graduating from high school without the skills they need. This has tremendous implications on Missouri's economy. Many high school graduates go to college, but most will not return for the second year. Often the reason for not returning is the lack of preparation. Those who go to 4-year colleges, 27% will not return, those who go to two-year colleges, 44% will not return.

This means for those entering the higher education system, out of every:

100 white students	only	26 will obtain a bachelor's degree
100 African students	only	11 will obtain a bachelor's degree
100 Latino students	only	8 will obtain a bachelor's degree

Conclusions:

1. U.S. students are competitive in the early grades, but fall behind by the end of high school.
2. Most high school graduates go on to post secondary however, many won't make it to the sophomore year.
3. All students need to be in a rigorous curriculum matched with standards.
4. Teachers matter most of all...but how much? New York City study, difference in teacher qualifications account for more than 90% of the difference in reading and math scores between high and low achieving students in schools with similar student populations.
5. The difference in a good (effective) and a bad (ineffective) teacher can be a full level of achievement in a single year.

Needs:

- High/rigorous standards
- Good assessments
- Strong accountability systems
- Improving the quality of teaching
 - What contributes to teacher effectiveness?
 - General academic skills (especially verbal skills)
 - Subject matter knowledge

Education Credentials

Dr. Nancy Headrick

In FY 2002 the Department of Elementary and Secondary Education served over 311,000 students in vocational education programs, that's secondary, post-secondary and adult levels. That includes programs in high schools, area vocational schools, community colleges as well as Linn State Technical College.

Dr. Headrick reviewed how the workforce development and education systems could benefit from Missouri's Career Cluster Initiative. DESE's career clusters initiative can be aligned with the Division of Vocational and Adult Education's program competencies, the Department of Economic Development's three targeted industry clusters and Missouri @Work.

The U.S. Dept. of Education's Office of Vocational and Adult Education identified 16 career clusters representing career opportunities for the 21st century economy. These career clusters are an organizing tool for schools. The cluster competencies provide a foundation for work preparation, retraining, cross-training.

In FY2002, Missouri served over 311,000 secondary, post secondary and adult students. The vocational education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current and emerging fields, continue their education, or to be trained or retrained for new business and industry practices.

For each of the program areas, competencies have been developed and validated by statewide technical assistance advisory committees. The advisory committees' assist in determining the appropriate skills needed for entry-level positions. The competencies include the knowledge, skills and attitudes necessary to be successful in today's high tech, global workplace as well as serve as a stepping-stone to advanced technical training. All of the competencies are cross-referenced with Missouri's Show-Me Standards. We revise them every three to five years. It costs us anywhere from \$10,000 to \$16,000 to revise a set of competencies.

We are looking at ways to provide rewards or incentives to districts that provide programs with certification. We have an effectiveness index formula. It is incentive dollars that we give to programs for placement of students.

We developed advisory committees for each of the competencies. These committees include secondary and post secondary educators and also include representatives from business and industry. Statewide technical assistance advisory committees validate the competencies that are developed.

The development of the knowledge and skills statement was done with an advisory committee. Three hundred members from all across the country; from business and industry, associations that are related to career clusters, government agencies, labor as well as teachers from the secondary and post secondary level. Membership was broad-based from all across the country; they made sure the members also reflected a lot of the pathways that they have. The business and industry people are also the ones that helped validate the knowledge and skills statements.

On a national level, the state directors group assumed the leadership in moving the career clusters project forward. The initiative promotes vocational education continuity across states. The Career Clusters initiative is an excellent way to validate to the federal government that funds are being invested wisely.

Career clusters provide an excellent link between the educational system and the workforce development system. We can enhance academic achievement of our students; we're leaving no child behind. We see it as a way of integrating academics and vocational education. We also think it ties in very nicely with Missouri's Workforce Policy Academy initiatives. We also see it as tying in very well with MissouriWORKS!. We see this as a great way to bring education and workforce development together, it ties very nicely with the NGA Academy, and the Missouri@Work initiative. On a state level we see the focus being counseling and providing better information to help students with career development. We are focusing on how to better prepare teachers in contextual teaching and learning. That is career clusters in a nutshell.

Missouri Enterprises

Russ Lindenlaub

Mr. Lindenlaub discussed a number of Missouri's economic growth strategies. Missouri Enterprise is committed to improving the competitiveness of small manufacturers, commercializing and applying innovative technologies, creating successful technology-based businesses, and assisting agricultural producers and producer groups in identifying value-added new generation cooperatives and agricultural ventures.

Over the past 18 months there have been a series of round tables discussions sponsored by the Governor, the Department of Economic Development and the Missouri Technology Corporation. As we discuss growth strategies and industry clusters, advanced manufacturing, information technology and life sciences were identified as important components of Missouri's economy. These roundtables included members of industry, academia, as well as, government sectors. Collectively pooling their knowledge and talents to come up with what do we need to do, strategically, to approach these three industry clusters.

Let me give you another perspective on the term cluster:

- From my perspective life sciences truly represents what I call a vertical slice. A series of industries discreetly involved in the life sciences world.
- Advanced manufacturing is a different kind of cluster; it's a horizontal cluster. It cuts across all industry sectors. It is a set of enabling technologies, tools and training that enables the industry best practices to be applied regardless of what industry they are applied to. Oftentimes we think of aerospace or automotive living in an advanced manufacturing world. That may be true at the OEM level but as you get down the supply chain into the small individual companies that are delivering the majority of the components to that industry, the companies have not achieved that level. That's an area where we need to focus.
- Information technology is a hybrid it is both a vertical slice, you have hardware vendors, you information technology software developers and networking companies and a whole host of vertical. You also have the application of information technology across all industry sectors. Even in manufacturing on the shop floor we have computer-controlled equipment. You build it all the way up to integrated supply chains where you have an electronic connection that ties that OEM to all of their suppliers in their network. So it's the application of that technology.

I'm very encouraged with the Boeing Corporation's initiative to help develop their whole supplier network. There are 155 production companies in the state of Missouri providing parts for airplanes and other aerospace applications to the Boeing. The company has allowed Missouri Enterprise to be introduced to their supplier companies. We will determine what can be done to ensure that these Missouri companies are successful and will also raise the bar in terms of employee skill sets. We don't need to keep manufacturing jobs in Missouri. We need to keep sustainable manufacturing jobs in Missouri. There is a significant difference between those two.

Each of the clusters has it's own strategies. You have information on the strategies for advanced manufacturing and information technology, along with specific success strategies. One of them is

exactly what Nancy is doing. Among the strategies for advanced manufacturing are Keep Missouri's people competitive and Increasing opportunities for networking and sharing ideas.

As the Advanced Manufacturing Roundtable focused on keeping our people competitive, we specifically targeted innovation and public education, which is exactly where MTEC is focusing a lot of its attention. Specifically, the Roundtable proposed to change the culture around technical education; create a common language that legitimizes the process of determining employability skills; and meet the skill needs of emerging occupations in new and existing industries. In all, seventy-five recommendations were made. Many of them involve training and development.

As we target innovation in workforce education the Roundtable proposes to upgrade the skills of workers in existing advanced manufacturing industries in areas of lean manufacturing, new technologies and new procedures. An addition, all components of the education and training system are encouraged to develop skills required to help Missouri's Advanced Manufacturing Industries to become more competitive. There is also a need to creating a common language regarding technical and employability skills. We should target the workforce itself as well as the education sector.

We believe that Missouri should provide incentives for the establishment of career academies in math and science. People from industry should participate in the teaching process and teachers should participate in externship programs relevant to their educational emphasis as part of the recertification process. Funding for externships and internships might come from special tax credits for this purpose. Our focus should be on real world 21st Century economic settings.

Consortiums (federal-state-industry-university) must be formed to increase collaboration & networking, increase industry-driven research and development, and increase industry-driven education and training. Knowledge sharing should be promoted through Internet accessible knowledge networks that link Missouri buyers with suppliers. Such a network would be a clearinghouse for R&D news and developments.

I believe that MTEC will have a strong partner in the newly formed Missouri Association for Advancing Manufacturing. The Association's mission is to attract and retain sustainable jobs and goals are advocacy, education and information. There are over 12,000 manufacturing companies in the state of Missouri 10,000 of which are small and midsize. We're hoping to get at least 80% to join and become a part of the Association.

Other concepts discussed included: technology commercialization into productivity improvements; job retention, diagnosing businesses prior to failure; and the focus on regional economies. In conclusion, three T's are vital to success: techniques, technologies and training.

Council members encouraged Mr. Lindenlaub to work closely with the Department of Elementary and Secondary Education to refine the industry skill sets already identified.

Carl Perkins Reauthorization

Don Eisinger

Congress is considering two elements regarding Perkins, funding and change legislation. The Bush administration released the 04-05 school year budget request on February 3, 2003. The budget included an outline proposal for re-authorizing the federal support for vocational education. The proposal will replace all existing programs to a block grant that is being termed the, "Secondary

Technical Education Excellence Act of 2003.” The new program will have detrimental effects on vocational education at the secondary and post-secondary level. The new program will allow funds to be used for the Title I No Child Left Behind Act, potentially eliminating funding at the secondary/post secondary level for vocational education and therefore transferring those funds to Title I programs in elementary schools.

If any funds remain in the program rather than going to Title I activities the new initiative would:

1. cease the focus on vocational education and instead focus on academic achievement;
2. eliminate local grant distribution formulas and replace them with competitive grants; reducing opportunities for the poor schools
3. zero out programs and focus on helping students transition from high school to post secondary education workforce development

These are very traumatic and dramatic changes, potentially, in how vocational education is delivered. There is a greater emphasis on academics and K-12 arena and not the workforce and career training issues the Council may be interested in.

David Mitchem asked if the Council could assist in the effort to sustain funding of vocational education.

Mr. Eisinger stated that DESE would be glad to assist with information that might go into correspondence from the MTEC Chair to the congressional delegation.

Patti Penny: Would the council like to consider a letter to be written to our congressmen?

Lew Chartock: I would like to make a motion that the staff be directed to draft a letter, for our approval, in opposition to the Secondary Technical Education Excellence Act of 2003. John Gaal: second. Motion was passed.

Missouri Assessment Program

Dr. Orlo Shroyer

Prior to 1993 we had the Missouri Mastery Achievement Test (MMAT) that was basically a multiple-choice test where we tested whether students were learning a discreet set of skills. No one disputes the importance of still learning those skills. The shortcoming of that test was the application of those skills. What you and I do everyday in our workplace.

Our current standards and accountability program came out of the Outstanding Schools Act of 1993. The law basically required that DESE develop no more than 75 academic performance standards which would define what students should know and be able to do as they prepare for life beyond high school. The Missouri Show-Me Standards - content standards in the area of math, science, communication arts, social studies, health/physical education and fine arts. We had to develop the broad general content the student should acquire. We also had performance standards under four subcategories that defined what students should be able to do. How they should be able to take and apply that content knowledge to real life situations. The standards were the first step.

Another piece of the legislation required that we develop an assessment program that would assess students' progress towards acquiring the knowledge and skills they need. We would assess knowledge in math, science, communication arts and reading in American history, world history, economics and government. We had to assess and report scores in those particular areas. The legislation prohibited the use of the Missouri Mastery Achievement Test, the standard test at that time. Students are required to demonstrate they could do things rather than just bubble in answers. This was a big change from the way we had been testing. It also required a major change in the way that teachers were teaching. Rather than just teaching discreet skills they had to start teaching application of those skills.

We began developing the Missouri Assessment Program in 1996. We moved to grade span assessments.

State-level assessments developed for students in the following grades:

Mathematics	4, 8, 10
Communication Arts	3, 7, 11
Science	3, 7, 10
Social Studies	4, 8, 11
Health/Physical Education	5, 9

Unfortunately, the funding for the fine arts test was cut and we never got to implement that test.

We involved teachers from across the state of Missouri in the development process. Every item on the MAP was written by, reviewed by or selected by Missouri teachers. Once the test was developed, levels of achievement were set. The benchmark is "proficient." We wanted our students to be proficient. A group of Missouri citizens helped decide on five levels of performance: step 1, progressing, nearing proficient, proficient, and advanced.

Three types of questions (professionally developed and validated) are used on the tests to evaluate student achievement:

- multiple-choice questions that require students to select the correct answer;
- short-answer, constructed-response questions that require students to supply (rather than select) an appropriate response; and
- performance events that require students to work through more complicated problems or issues.

The real plus of the Missouri MAP program has been moving instruction in the classroom from just teaching basic discreet skills to include more higher order thinking skills, more application of knowledge and those kind of things. This has taken a lot of professional development but the educational community has now seen we have a more sustained focus on this issue. On improving instruction and student achievement than we ever have.

MAP test results show that many schools are successfully equipping their students with the knowledge and skills needed for promising careers and high wage jobs. The MAP test scores of Missouri's students have been rising over the past four years.

However, in some school districts, graduating high school students are not being equipped with the knowledge and skills needed to compete in the workplace. In progressive communities, powerful

business/education partnerships are creating innovative ways to educate and motivate students to higher performance. Building effective bridges between our students and good jobs is vitally important.

You've probably heard about No Child Left Behind, a new federal legislation. We are going to have to start assessing our kids in math and communication arts at grades 3-8. We have to those tests administered for the first time in the 2005-2006 school year. We are currently looking at expanding our MAP testing program to have MAP-like tests for those other grades. We will be able to see the progression as they move up rather than looking at benchmark grade levels. That will give us more data and evaluation. Our test is a good test. It's been approved to meet the requirements of Title I and No Child Left Behind so if we expand that we will be in good shape as far as the federal government is concerned. It's a costly test; we spend about 5 million dollars a year for the two content areas of math and communication arts. The total testing program is about 8.9 million dollars a year. We feel it's a more valid way to assess what kids know and whether they can apply those skills.

MTEC Committee Structure

David Mitchem/Glenda Terrill

The emphasis this morning has been education and training. Business and industry is saying it's critical to have skilled people. Many people don't possess basic or technical skills. We presented a proposal to the executive committee to create an education and training standing committee to work with the education departments to develop a coordinated game plan to meet the needs of business and industry.

In addition to the restructure recommendations there are added responsibilities for some committees and the creation of a new Education and Training Committee. The recommendations are as follows:

1. Evaluation and Awards will become part of Program Coordination.
2. Education and Training is a new committee having the primary responsibility of oversight and advisory for all workforce education and training programs.
3. Marketing and Communications has new responsibilities that include relaying the message of the council to employers, civic agencies, educators, WIBs and the general centers and coordinate public information among partner agencies.

Since the committee structure is in your by-laws, it does require a vote of this council to establish that committee and do some realignment of committees.

Jim Dickerson moved to approve. John Dial 2nd. Motion passed.

WIA Reauthorization and Personal Reemployment Account

Rick Beasley

WIA expires September 30 of this year. The administration has proposed re-authorization of the Workforce Investment Act. MTEC is responsible for implementing the Act in Missouri. The re-authorization proposes changes in five components: governance; one-stop career center system; comprehensive services for adults; a targeted approach to serving youth; and performance accountability.

Under the WIA reauthorization bill, the one stop career center system programs (i.e.: Voc. Ed, DWD etc.) would participate financially in the operational cost of the one stop system. They are also looking at a comprehensive array of customer services, with unemployment insurance claimants having priority. This may create a conflict, since legislation has passed indicating that veterans have priority over anyone in those programs.

The proposal for Comprehensive Services for Adults combines the WIA adult programs, WIA dislocated workers and Wagner-Peyser into one block grant to the states. Funds are then allocated to the WIBs. It also allows the WIBs to transfer money between adult programs and dislocated workers. The functionality of the Wagner-Peyser programs would be provided in the local areas. The emphasis on training would continue. The reform legislation calls for the simplification of the eligibility provider lists. Missouri's DESE has developed standards for provider certification. DESE's method is a model for others states to follow.

Currently we serve in school and out-of-school at risk youth. The reauthorization would focus on out-of-school youth targeting school dropouts, court-involved youth and young people transitioning from foster care into society. This will be provided through a Targeted State Formula and Challenge Grants to cities and rural areas. This streamlined process would permit local boards to provide services to out of school and in school youth. Local boards will apply for demonstration project grants, like Clyde McQueen has in Kansas City.

Under performance accountability reauthorization would reduce the number of WIA Title I performance indicators from seventeen to eight (four for adults and 4 for youth.) The Office of Management and Budget is currently developing the measures along with a common measures initiative for employment and job training programs.

Regarding Personal Reemployment Accounts, the president had proposed \$3.6 billion to work with unemployed claimants. Roughly, \$1.2 billion is allocated to those who have been profiled to exhaust their unemployment insurance benefits. Up to \$3,000 would be available for workforce system services, car, childcare or whatever they need to get back to work faster. If the person goes back to work within 13 weeks they can get 60% of the dollars and if they stay on the job for 6 months they get the remaining dollars that are left. I think it's a pretty good idea but the issue we may have with it is no flexibility. If a person decides to take the money then they are prohibited from getting any type of free services from the career centers. They will have to buy the services that would normally be free.

House Bill 444 (Personal Reemployment Accounts) was incorporated within the Administration's proposal for reauthorization of WIA. However, that portion of the bill has now been removed. I don't know if they are going to vote on them separately but right now it is still in the House.

John Gaal made a motion to have staff draft a letter to send to the business people that could be sent to Senator Bond on their own stationary. Ron Randen 2nd. Motion passed with 2 abstentions.

Marketing and Communication Committee Report

Jim Dickerson

The communication and marketing committee met this morning over breakfast. The Committee discussed the supposed disconnect between the WIBs and MTEC and the fact that the Council is now focussing on system policy and standards. Yet we probably haven't communicated that sufficiently to the WIBs. We also haven't communicated that with the business community. After a lot of discussion the Committee decided to approach each individual Workforce Investment Boards. We want to hold meetings throughout the state to talk about what the WIBs and MTEC are working on and to get employer feedback. We want to know what their needs are and if anything we're working on approximates what they want and need. I would like to make a motion to give the MTEC staff authority to begin meeting with TEAM and the WIBs to talk about doing this and try to work out the details so we can move forward with this project and David would come back to MTEC with a fleshed-out proposal. John Dial 2nd. Motion carried.

Vision, Mission, Values

David Mitchem

The Council has approved the wording on Mission and Values. If you will look at the wording on the Vision statement and see if it meets with your approval. Lew Chartock moved to approve. John Dial 2nd. John Wittstruck questioned the wording "maintain a vigorous economy" preferring the word build to maintain. After a brief discussion it was decided to change the phrase to "build and sustain a vigorous economy." Lew Chartock moved to amend the motion as suggested. John Dial 2nd. Motion passed.

Policy Brochure & Resource Mapping Guide

David Mitchem/Clinton Flowers

Three years ago, the first resource guide laid out programs and expenditures of those programs. The Departments, to their credit, have refined that guide by identifying a broader set of resources and programs that make-up the workforce investment system. The Missouri Workforce Investment Resources identifies those resources in detail. The Workforce and Economic Development: An Agenda for Missouri's Workforce Investment System (MTEC's policy brochure) is both the executive summary for the new resource guide and a stand-alone document that will be used to communicate with the General Assembly and others. Clinton Flowers along with the quite a few people from the departments compiled the information that went into this document. The verbiage for the program descriptions came directly from the departments.

Here is a caveat; these documents only reflect the resources expended by state agencies. Monies flowing from local communities are not included nor does it include monies in the workforce investment system that flow through the private sector. Gradually, we will try to get a handle on more and more of the system as a whole. We need to ask ourselves are we getting the bang for our buck?

In its policy brochure MTEC has identified areas where you want to see better cooperation/collaboration. As we interact with the General Assembly, the departments and local communities, we will use the policy brochure to focus discussion on important issues for Missouri's economy and workforce. These will be very targeted discussions about bringing the level of literacy up in the state,

about providing students with adequate information about careers and the skill sets needed for those careers, and about better communication with business.

MTEC needs a good communication plan for its policies, plans and standards. The Council has asked the Communication and Marketing Committee draft an effective communication plan. In addition, Council members may use the policy brochure to improve understanding about the size of the workforce investment system, system policy issues, and performance expectations.

NGA Workforce Policy Academy/State of the Workforce Report

David Mitchem

The National Governors Association has picked six states to work as a team on workforce issues. The Workforce Policy Academy is developing policies and promoting best practices within their states, and will identify best practices that can be rolled out nationally.

Missouri's NGA team will be meeting to identify best practices that will assist Missouri's efforts to improve the workforce investment system. These work-products will be brought to MTEC for review and approval. Included will be a State of the Workforce Report and a System Performance ScoreCard.

In the governor's budget presentation to the General Assembly in January; he assigned the task of developing a State of the Workforce Report to MTEC. The report is to assess our resources and performance. The state agencies have met twice to discuss performance measures. The Missouri's Workforce Policy Academy Team has also been discussing measures and strategies. At the June meeting we will present a model of this state of the workforce report. We will populate that model with information between June and August. At the end of August we will send that information out to local communities, state agencies and other stakeholder for review and comment. In October MTEC will review the document and then forward it to the Governor for his review. In January the State of the Workforce Report will be sent to the General Assembly.

Patti Penny asked for a motion to assign oversight of the State of the Workforce Report to the Strategic Planning Committee. Lew Chartock: So moved. Jim Dickerson: 2nd. Motion passed.

Status of Longitudinal Employer Household Dynamics Project

Clinton Flowers/Richard Kreiser

Richard Kreiser stated that the State is participating in the Longitudinal Employer-Household Dynamics project of the U.S. Census Bureau. He received a phone call from David Mitchem in late November letting him know that there was a potential for Missouri to participate. The Census Bureau told us up front that it was going to be first come first served. Thanks to the efforts of David and Cynthia Quetsch of DOLIR we were able get all the necessary signatures and submit our application and data to Census Bureau. Our quick turnaround resulted in Missouri being the third of eighteen new states to be added to the pilot project.

This project involves the creation, development, analysis, and deployment of new Census Bureau data products for Missouri. These new products will enhance a researcher's ability to make informed conclusions about the behavior of people and how their interaction with employers and how commuting-to-work patterns affect employment in the local economy. This information is ideally

suited to the Council's policy initiative to provide local Workforce Investment Boards with meaningful strategic workforce analyses.

Because of the volume of data and time commitment required for analysis the staff recommends that the Council provide active oversight of the project. Staff suggests that you forming a steering committee or delegating this function to an existing Council committee.

Jim Dickerson made a motion to form a workgroup that would report to the Council during implementation of Longitudinal Employer Household Dynamics (LEHD) project. John Wittstruck seconded the motion. Motion passed.